

# Geography Progression Map

		NC Objectives
EYFS	Knowledge	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world.</li> <li>• Talk about their experiences within the world around them, using photographs.</li> <li>• Talk about own home and community life and the differences between their peers.</li> <li>• Asks questions about physical and human features within their locality.</li> <li>• Discuss different holiday destinations, using props, and explain similarities and differences between places.</li> <li>• Is curious about people and shows interest in their differences.</li> <li>• Tell stories about diverse cultures, people and places using props and puppets.</li> <li>• Share (via personal experiences) and recognise environments different to where they live, using photographs.</li> <li>• Begin to recognise similarities and differences between different parts of the world, using photographs, video clips and shared texts.</li> <li>• Knows and talks about similarities and differences between places in the world.</li> <li>• Describes features of their own locality and how this might differ to another.</li> <li>• Discuss different weather and seasons.</li> <li>• Understand the need to respect and care for our environment.</li> <li>• Understand the effect of changing seasons and weather on the natural world.</li> <li>• Understand the effect their behaviour can have on the environment.</li> <li>• Begin to use geographical vocabulary to make distinctions in their observations of different locations.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Use 'small world' models to reconstruct real locations, using photographs and experience.</li> <li>• Talk about what they can see and hear in their community.</li> <li>• Gather information from different maps (including aerial views) to find out and talk about different locations.</li> <li>• Create simple maps and plans of observed and imaginary settings and landscapes.</li> <li>• Use 'small world' models to create their own environments, talking about the similarities and differences to their own locality.</li> <li>• Discuss own opinions of human and physical environments.</li> </ul>
	Fieldwork	<ul style="list-style-type: none"> <li>• Visit different parts of the local community.</li> <li>• Take photographs of the local environment.</li> <li>• Go outside and experience different weather and seasons.</li> <li>• Make observations and record differences in weather.</li> </ul>

# Geography Progression Map

		Unit A - Locational Knowledge		Unit B - Place Knowledge		Unit C - Human and Physical Geography	
		NC Objectives	GH Curriculum	NC Objectives	GH Curriculum	NC Objectives	GH Curriculum
Year 1  3 units	Knowledge	<ul style="list-style-type: none"> <li>Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>Name the four countries of the United Kingdom.</li> <li>Identify the capital cities of each country within the United Kingdom.</li> <li>Name and locate the seas surrounding the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key features of their local environment.</li> <li>Use basic geographical vocabulary to refer to key physical features (e.g. river, hill, soil).</li> <li>Use basic geographical vocabulary to refer to key human features (city, town, house, factory, office, shop).</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between human and physical features.</li> <li>Identify human and physical features of the local environment, including the school grounds.</li> <li>Use basic geographical vocabulary to refer to human features found in the local environment.</li> <li>Use basic geographical vocabulary to refer to physical features found in the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features (e.g. beach, cliff, coast, sea, ocean, river).</li> <li>Use basic geographical vocabulary to refer to key human features (e.g. port, harbour, shop, town, village, farm).</li> </ul>	<ul style="list-style-type: none"> <li>Understand what a coastline is.</li> <li>Identify key human and physical features found along a coastline.</li> <li>Use geographical vocabulary to name key human and physical features found along a coastline.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Use maps to identify the United Kingdom and its countries.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to use a map / atlas.</li> <li>Use maps and atlases to locate the United Kingdom.</li> <li>Use maps and atlases to identify the four countries which make up the United Kingdom.</li> <li>Use maps and atlases to label the capital cities of the United Kingdom.</li> <li>Use maps and atlases to identify the seas surrounding the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Devise a simple map and use and construct basic symbols in a key.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple map of human and physical features in the local environment.</li> <li>Use aerial photographs to identify human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Create a sketch map of a coastline with the human and physical features labelled.</li> </ul>

# Geography Progression Map

	Fieldwork			<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their schools, its grounds and the local area. <i>(E.g Create models of landmarks seen on a local walk. Order the landmarks as they were seen on the journey / Create journey sticks of a short walk and use it to and retell the journey).</i></li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their schools, its grounds and the local area <i>(create models of human and physical features found around school, plot on a map and retell the journey).</i></li> </ul>		
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# Geography Progression Map

		Unit A - Locational Knowledge		Unit B - Place Knowledge		Unit C - Human and Physical Geography	
		NC Objectives	GH Curriculum	NC Objectives	GH Curriculum	NC Objectives	• GH Curriculum
Year 2 <b>3 units</b>	Knowledge	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what is meant by the words 'continent' and 'ocean'.</li> <li>Name and locate the world's seven continents.</li> <li>Name and locate the world's five oceans.</li> <li>Identify the United Kingdom and the continent it is located in.</li> </ul>	<ul style="list-style-type: none"> <li>Compare a small area of the UK with a small area of a contrasting country.</li> <li>Use basic geographical vocabulary to refer to key physical features.</li> <li>Use basic geographical vocabulary to refer to key human features.</li> </ul>	<ul style="list-style-type: none"> <li>Compare Nottingham with Nairobi, Kenya.</li> <li>Use geographical vocabulary to identify physical features of Nottingham and Nairobi.</li> <li>Use geographical vocabulary to identify human features of Nottingham and Nairobi.</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to key physical features (example: season, weather).</li> </ul>	<ul style="list-style-type: none"> <li>Understand the word 'weather' and identify different types of weather.</li> <li>Identify the types of weather seen most commonly in the United Kingdom.</li> <li>Use geographical vocabulary to refer to key physical features of weather.</li> <li>Locate the hot and cold areas of the world (climate zones) in regards to the equator, tropics and hemispheres.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify continents and oceans.</li> <li>Use simple compass directions to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between land and sea using aerial maps.</li> <li>Use world maps and atlases to identify the continents and oceans.</li> <li>Locate the continents and oceans on individual maps using atlases to support.</li> <li>Understand the simple points on a compass (N, E, S, W).</li> <li>Discuss the location of the continents and oceans in relation to the compass points.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple compass directions to describe the location of features and routes on a map.</li> <li>Devise a simple map and use and construct basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to locate Africa, Kenya and Nairobi.</li> <li>Create a map of the local area, labelling human and physical features and devising a key.</li> <li>Use aerial photographs to identify human and physical features of Nottingham and Nairobi.</li> <li>Identify similarities and differences in human and physical features between Nottingham and Nairobi.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and atlases to identify and label the equator, tropic of cancer, tropic of Capricorn, northern hemisphere and southern hemisphere.</li> <li>Use maps and atlases to locate the five main climate zones of the world.</li> <li>Make links between the daily weather patterns and temperate climate zones.</li> <li>Make predictions about upcoming weather based on patterns observed.</li> </ul>	

# Geography Progression Map

	Fieldwork			<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the key human and physical features of the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Go out for a walk around the local environment.</li> <li>• Use observational skills to identify the key human and physical features of the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the key human and physical features of the environment. <i>Example: create a daily weather chart based on first hand observations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use observations to study and document daily weather patterns within the local environment.</li> <li>• Draw a graph to record daily weather patterns within the local environment.</li> </ul>
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		Unit A - Locational Knowledge		Unit B - Place Knowledge		Unit C - Human and Physical Geography	
		NC Objectives	GH Curriculum	NC Objectives	GH Curriculum	NC Objectives	GH Curriculum
Year 3 3 units	Knowledge	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hill, mountains, coasts and rivers) and land-use patterns.</li> <li>Describe and understand key aspects of human geography - types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key topographic features of the United Kingdom (example: mountains, rivers, cities).</li> <li>Understand the difference between 'country' and 'county'.</li> <li>Understand the difference between urban and rural settlements.</li> <li>Identify the different types of land use within urban and rural settlements.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Compare Nottinghamshire to the Peak District.</li> <li>Understand the difference in topography between Nottinghamshire and the Peak District.</li> <li>Identify human and physical features within Nottinghamshire and the Peak District (Dovedale), discussing the similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography - volcanoes and earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and label the four main layers of the earth.</li> <li>Understand the earth's crust is made of different tectonic plates.</li> <li>Explain how volcanic eruptions and earthquakes occur.</li> <li>Describe the impact of volcanic eruptions and earthquakes on human and physical features.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Use maps and atlases to locate counties and describe features included.</li> <li>Use maps and atlases to locate and describe human and physical features.</li> <li>Use ordnance survey maps to build their knowledge of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and atlases to identify and locate the counties within England.</li> <li>Use maps, atlases, aerial photographs and ordnance survey maps to identify and locate human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Use symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs, digital mapping and ordnance survey maps to explore the local area for human and physical features, including topography.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and atlases to locate and describe features.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and atlases to identify the common locations of volcanoes and earthquakes, with a focus on the Ring of Fire.</li> </ul>

# Geography Progression Map

	Fieldwork			<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies (<i>eg: using google earth to identify key features of the UK</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to explore the Peak District (Dovedale) for human and physical features, including topography.</li> <li>• Use fieldwork to observe, measure, record and present findings about the River Dove.</li> </ul>		
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# Geography Progression Map

		Unit A - Locational Knowledge		Unit B - Place Knowledge		Unit C - Human and Physical Geography	
		NC Objectives	GH Curriculum	NC Objectives	GH Curriculum	NC Objectives	GH Curriculum
Year 4 4 units	Knowledge	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Identify the position and significance of the Equator and the Northern and Southern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>Locate South America, its countries and capital cities.</li> <li>Identify the environmental regions of South America.</li> <li>Identify key human and physical features of South America, making links to climate zones.</li> <li>Identify the position and significance of the Equator and Northern and Southern Hemispheres.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of South America.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences in human features between England and Brazil.</li> <li>Identify similarities and differences in physical features between England and Brazil.</li> <li>Focus on forests and rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography - economic activity and trade links.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what is meant by 'economic activity' and 'trade links'.</li> <li>Identify why countries need to make trade links to export and import goods and services.</li> <li>Make links between trade and climate zones.</li> <li>Understand what Fair Trade is and the impact this has on the world.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes, aerial photographs and digital mapping to locate South America, its countries and capital cities.</li> <li>Use compass directions to locate South America in relation to other parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Use symbols and key to build their knowledge of the wider world.</li> <li>Use 8 points of a compass to build their knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Create own symbols and key to identify the location of human and physical features on maps of England and Brazil.</li> <li>Use 8 points of a compass to locate human and physical features of England and Brazil in relation to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and digital mapping to locate countries which import and export goods.</li> </ul>

# Geography Progression Map



	Fieldwork						
						<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies (eg: <i>create a river in the playground using natural materials</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork skills to observe, measure, record and present the physical features of a river (velocity and discharge).</li> <li>Use sketch maps and plans to create a 3D model of a river with the key physical features labelled.</li> </ul>

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		Unit A - Locational Knowledge		Unit B - Place Knowledge		Unit C - Human and Physical Geography	
		NC Objectives	GH Curriculum	NC Objectives	GH Curriculum	NC Objectives	GH Curriculum
Year 5 4 units	Knowledge	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Identify the position and significance of latitude, longitude, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the 'invisible lines of the Earth' and the importance of latitude and longitude.</li> <li>Locate North America and identify the countries that make it up.</li> <li>Describe the environmental regions of North America and where there are located.</li> <li>Identify some of the main human and physical features of North America, including major cities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>Understand how some of the following aspects have changed over time - counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the United Kingdom has changed over time by looking at counties, cities, topography and land use.</li> <li>Identify changes to human and physical features within our local area (Bestwood).</li> <li>Explain why changes had to happen within our local area (Bestwood).</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography - mountains.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the location of mountain ranges.</li> <li>Describe how mountains are formed through tectonic plate activity.</li> <li>Identify the key features of a mountain.</li> <li>Understand what contour lines are.</li> </ul>
						<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography - distribution of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what natural resources are.</li> <li>Identify natural resources produced in the UK.</li> <li>Understand why the UK needs to trade for natural resources.</li> </ul>

# Geography Progression Map

	Skills	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate North America within the world.</li> <li>Use maps, atlases, globes and digital mapping to locate human and physical features of North America.</li> </ul>	<ul style="list-style-type: none"> <li>Use ordnance survey maps to build their knowledge of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and atlases to identify changes over time to Bestwood based on human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</li> <li>Use 4 figure grid reference, 8 points of a compass, symbols and keys to build their knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Use the 8 points of a compass to locate mountain ranges in relation to the UK.</li> <li>Use maps, atlases and globes to locate the world's key mountain ranges.</li> <li>Use digital mapping and topographic maps to identify contour lines for specific mountains.</li> <li>Create sketch maps of specific mountains using contour lines and topography.</li> </ul>
	Fieldwork			<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <i>(e.g research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</i></li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the changes over time.</li> </ul>		

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		Unit A - Locational Knowledge		Unit B - Place Knowledge		Unit C - Human and Physical Geography	
		NC Objectives	GH Curriculum	NC Objectives	GH Curriculum	NC Objectives	GH Curriculum
Year 6	Knowledge	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of the Prime/Greenwich Meridian and time zones.</li> <li>Identify the environmental regions of Europe and explain in relation to topography.</li> <li>Name and locate key human and physical features of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the different climate zones of France.</li> <li>Understand the topography of Nottingham compared to Paris.</li> <li>Identify similarities and differences in human and physical features between Nottingham and Paris.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography - distribution of natural resources - energy.</li> </ul>	<ul style="list-style-type: none"> <li>Identify types of renewable and non-renewable energy.</li> <li>Understand sustainable energy through case studies of Curitiba (Brazil) and Freiburg (Germany).</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate the countries and capital cities of Europe.</li> <li>Use digital computer mapping to locate human and physical features of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 and 6 figure grid references, 8 points of a compass, symbols and keys to build their knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate human and physical features of Nottingham and Paris.</li> <li>Use 4- and 6-figure grid references.</li> <li>Describe the location of Paris use grid references and compass directions.</li> </ul>		<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography - climate zones, biomes and vegetation belts.</li> </ul>
	4 units					<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate the different climate zones of the world.</li> <li>Use maps, atlases and globes to locate the different biomes of the world.</li> <li>Use aerial photographs and digital mapping to identify the physical features of different biomes.</li> </ul>

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	Fieldwork					<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies (<i>eg: plan and carry out an enquiry to investigate how sustainable one aspect of school is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Plan, conduct and present own fieldwork enquiry on an aspect of school's sustainability</li> </ul>